Value of Open Access Resources in 21st century in School Library

Introduction

"It is, however, not to the museum, or the lecture-room, or the drawing-school, but to the library, that we must go for the completion of our humanity "

➢ But……….In the Electronic Age the question being asked is …… "Why have school librarians?" the skeptics call, "when everything will be available online?".

➢ We now characterize the position of the librarian as the educational equivalent to business' CIO - chief information officer.

➢ As schools change from passive learning environments into active ones, the role of the librarian has to adjust as well.

From storekeeper to consulting

Suggesting resources, locating and acquiring needed materials, recommending strategies, facilitating use of technologies, and instructing students and teachers in optimal information-seeking methods replace the traditional librarian tasks of material circulation.

Collection development vs. access to information

As more teaching supplements and topical information are made available in electronic formats, school libraries find themselves lagging behind in print acquisitions. Librarians look more to online and other electronic sources to meet the information needs of students and teachers

- ***Information center manager***

   The information explosion has created far more information than one school library could possibly contain. This job might include database searching, interlibrary loans, monitoring Internet newsgroups, or maintenance of a computerized library information system. All these tasks involve managerial expertise equivalent to that required of corporate information center managers.

- ***Always a teacher***

   Craver calls the teaching role of the school librarian the" information technologist" (1994). When faculty members look to the librarian as the information expert, students learn to rely on that person for guidance in information matters, as well.

You know you are a 21st century School Librarian if you . .

Reading

- Your blog features book trailers and interactive widgets relating to reading.
- Your screensavers promote great reads
- You review books in your own blogs .
- You link to available e-Book collections using such tools as Google Books, International Children's Digital Library (Also check out Reading2.0 and Book Leads Wiki for book promotion ideas)
- Consider new ways to promote reading. You are exploring downloadable audio books, Playways, Kindles.

Digital School Library and the Information Landscape

➢ You offer an array of search tools that reach into blogs and wikis and Twitter and images and copyright-friendly media and scholarly content, as well as your databases.

➢ Organize the Web for learners. That presence reflects your personal voice. It includes your advice as well as your links. You make learning an engaging and colorful hybrid experience.

➢ You intervene in the research process online while respecting young people's need for independence.

➢ Are helping learners put together their own information spaces using blog widgets, and iGoogle gadgets, and browsers like PageFlakes and NetVibes. You seek ways to help students learn to use push information technologies.

Collection Development

"The library is not just a place to get stuff, it is a place to make and share stuff."

Think outside the box about the concept of "collection." Your collection--on- and offline-- includes student work. Collection might include: eBooks, audio books, open source software, streaming media, flash sticks, digital video cameras, laptops, and much more! You help students use book marking sites and RSS feeds.

Facilities

➢ **Know your physical space is about books and way more than books. Your space is a libratory. You welcome media production—pod casting, video production, storytelling--producing and presenting.**

➢ **Cope with ubiquity. No, learn to love it. Ubiquity changes everything. In one-to-one schools, students may visit the library less frequently. In such environments, in all modern, truly relevant environments, library must also be ubiquitous. Library MUST be everywhere. Librarians must teach everywhere, in and outside of the library. You will teach virtually. You will be available across the school via email and chat. You know that laptops can actually walk back to the library.**

Access, Equity, Advocacy

➢ **Include and collaborate with the learner. You let him/her in. You fill your physical and virtual space with student work, student contributions—their video productions, their original music, their art.**

➢ **Consider your role as info-technology scout. You look to make "learning sense" of the authentic new information and communication tools used in business and academics. You figure out how to use them thoughtfully and you help classroom teachers use them with their classes.**

Digital Citizenship

- You recognize that the work your students create has audience/ readers/ users.

- You see the potential for student knowledge products--for sharing knowledge global, for creating powerful networks, for making social and political impact.

Copyright / Information Ethics

➢ Model respect for intellectual property in a world of shift and change. You encourage and guide documentation for media in all formats and recognize and lead students and teachers to the growing number of copyright-friendly or copy left portals. You understand Creative Commons licensing and you are spreading this gospel.

New Technology Tools

➢ Are beginning to consider iPods and iPhones as learning tools and storage devices and reference sources.

➢ You plan educationally meaningful ways to incorporate student excitement (and your own) for social networking.

➢ Consider ways to bring experts, scholars, authors into your classroom using telecommunication tools like Skype and Internet2.

➢ Help students create networks for learning activities. See our Nings: http://globalstudies.ning.com and http://seniorseminar.ning.com.

Professional Development and Professionalism

➤ You build your own personal/professional learning network!

➤ You guide your teacher colleagues in setting up professional learning networks.

➤ You share your new knowledge with others using social bookmarking tools like Delicious

➤ You set up blog feeds to read the blogs of experts and educators you respect.

➤ You follow selected educators, experts, authors, etc. with micro blogging apps like Twitter

➤ You join a Ning, for instance:

➤ Classroom 2.0 Ning

➤ Teacher Librarian Ning

➤ English Companion

Teaching and Learning

➢ Understand that learning can (and should) be playful.

➢ Understand that learning should be authentic.

➢ Understand that learning can be multi-modal, media-rich, customized to the needs of individual learners.

➢ You know the potential new technologies offer for interaction–learners as both information consumers and producers. You understand that in this world learners have the power to create and share knowledge.

➢ Are concerned that, when it matters, your students move beyond information *satisfying*. They make solid information decisions.

➢ Are concerned about what you can do that Google or Wikipedia cannot. What customized services and instruction will you offer that will not be outsourced to Bangalore?

- Are concerned that students learn to evaluate, to triangulate information in all media formats. We must guide them in an increasingly complex world, to make information decisions, to evaluate all their information choices, including books, blogs, wikis, and streamed media, whatever comes next.

- Share new understandings of searching, and evaluation, and analysis and synthesis, and digital citizenship, and communication, integrating and modeling our new standards, dispositions and common beliefs.

- Understand that exploration and freedom are key to engaging students in a virtual environment to promote independent learning

- Think Web 2.0. You know the potential new technologies offer for interaction–learners as both information consumers and creative information producers.

- Ensure that the library provides an independent learning environment that connects students and teachers in a social, digital, community.

Into the Future (acknowledging the best of the past)

➢ Unpack the good stuff you carried from your 20th century trunk. Rigor, inquiry, and high expectations, s fluency matter no matter what the medium. So generate excitement, engagement, and enthusiasm.

➢ Continue to consider and revise your own 20/20 vision. Do you look ahead for what is coming down the road? do you know where you are going? Do you plan for change? Not for yourself, not just for the library, but for the building, for your learners. ? If you do not develop strong vision, your vision will be usurped by the visions of others. You will not be able to lead from the center.

- See the big picture and let others see you seeing it. It's about learning and teaching. It's about engagement. If you are seen only as the one who closes up for inventory, as the book chaser, and NOT as the CIO, the inventor, the creative force, you won't be seen as a big picture person.

- Continue to retool and learn.

- You represent our brand (who the teacher-librarian is) as a 21st century information professional.

<u>Summary</u>

- None of these roles precludes the traditional tasks of reading guidance, organization of resources, and selection of materials in multiple formats which were the foundation of library service long before information went electronic.

- The school librarian in the electronic age expands the services available from the library to include computer-based data and sophisticated information-seeking strategies.

- **"The library is not a shrine for the worship of books. It is not a temple where literary incense must be burned or where one's devotion to the bound book is expressed in ritual. A library, to modify the famous metaphor of Socrates, should be the delivery room for the birth of ideas--a place where history comes to life."**